

SPORTS AND ENTERTAINMENT MARKETING STANDARDS



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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally-recognized standards endorsed by business and industry.

The Sports and Entertainment Marketing standards were validated through a complete review by an industry panel.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Sports and Entertainment Marketing program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Sports and Entertainment Marketing program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name	Standards Reference Code
Sports and Entertainment Marketing	SEM

Example: SEM.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Sports and Entertainment Marketing	2	3	4

CONTENT STANDARD 1.0 : UNDERSTAND ECONOMIC SYSTEMS, INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS

PERFORMANCE STANDARD 1.1 : EXAMINE ECONOMIC CONCEPTS

- 1.1.1 Distinguish between economic goods and services
- 1.1.2 Explain the concept of economic resources
- 1.1.3 Describe the nature and scope of economics and economic activities
- 1.1.4 Distinguish between the forms of economic utility
- 1.1.5 Explain the principles of supply, demand, and equilibrium
- 1.1.6 Compare and contrast the relationship between scarcity, trade, and production
- 1.1.7 Explain how quantity demands, quantity supplies, and elasticity affect price
- 1.1.8 Describe economic concepts that relate to and affect marketing decisions

PERFORMANCE STANDARD 1.2 : DEMONSTRATE AN UNDERSTANDING OF ECONOMIC SYSTEMS

- 1.2.1 Explain the types of economic systems
- 1.2.2 Explain the concept of private enterprise
- 1.2.3 Explain the nature of competition
- 1.2.4 Explain how and why government plays a role in a market economy
- 1.2.5 Compare and contrast the fundamental economic systems and their relationships with government and business

PERFORMANCE STANDARD 1.3 : UNDERSTAND BASIC ECONOMIC INDICATORS AND TRENDS

- 1.3.1 Explain the concept of productivity
- 1.3.2 Describe the nature of current global economic events and how they influence marketing decisions
- 1.3.3 Explain measures used to analyze economic conditions
- 1.3.4 Determine the impact of economic cycles on business activities
- 1.3.5 Explain the economic impact of interest rate fluctuations

PERFORMANCE STANDARD 1.4 : UNDERSTAND BASIC CONCEPTS OF INTERNATIONAL MARKETING AND TRADE

- 1.4.1 Explain the nature of international marketing and trade
- 1.4.2 Identify the impact of cultural and social environments on world marketing and trade
- 1.4.3 Evaluate factors that influence a nation's ability to trade
- 1.4.4 Define the relationships of the major trade alliances between countries
- 1.4.5 Explain how scarcity and surplus influence trade between two or more countries

CONTENT STANDARD 2.0 : DEMONSTRATE COMPREHENSION OF BUSINESS FUNDAMENTALS

PERFORMANCE STANDARD 2.1 : DEMONSTRATE COMPREHENSION OF DAY-TO-DAY OPERATIONS FOR BUSINESS FUNCTIONS

- 2.1.1 Explain security issues with technology to protect consumer information and business data
- 2.1.2 Describe strategies to protect customer transactions
- 2.1.3 Analyze vendors' services and terms
- 2.1.4 Explain the negotiation process with vendors
- 2.1.5 Monitor internal and external communication media

PERFORMANCE STANDARD 2.2 : DEMONSTRATE KNOWLEDGE OF CONCEPTS, STRATEGIES, LANGUAGE, AND SYSTEMS USED TO OBTAIN OR CONVEY IDEAS AND INFORMATION

- 2.2.1 Make a verbal and written client presentation
- 2.2.2 Explain uses of social media platforms
- 2.2.3 Describe the use of mobile technology in business (e.g., QR codes, Square, etc.)
- 2.2.4 Describe the effective use of multimedia
- 2.2.5 Define electronic signature
- 2.2.6 Compare and contrast cloud and server-based technologies to maintain client and business information
- 2.2.7 Design social media content
- 2.2.8 Conduct a briefing
- 2.2.9 Plan and conduct a meeting

PERFORMANCE STANDARD 2.3 : DEMONSTRATE COMPREHENSION OF BUSINESS LAW AND ETHICS

- 2.3.1 Explain the required components of a valid contract
- 2.3.2 Describe methods used to protect intellectual property, copyrights, trademarks, etc.
- 2.3.3 Describe the role of governing bodies in the sports industry
- 2.3.4 Describe the connection between law and ethics
- 2.3.5 Describe the impact of unions in the sport and event industries
- 2.3.6 Analyze consumer protection provisions of appropriate agencies

PERFORMANCE STANDARD 2.4 : UNDERSTAND THE ROLE OF RISK MANAGEMENT

- 2.4.1 Explain the need for sport/event insurance
- 2.4.2 Investigate multiple layers of insurance
- 2.4.3 Conduct site inspections
- 2.4.4 Develop contingency plans for events
- 2.4.5 Write a communication plan for contingency/crisis management

CONTENT STANDARD 3.0 : DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT**PERFORMANCE STANDARD 3.1 : UNDERSTAND THE NATURE AND SCOPE OF MARKETING INFORMATION**

- 3.1.1 Describe the need for marketing information
- 3.1.2 Explain the nature and scope of the marketing information function
- 3.1.3 Explain the use of descriptive statistics in marketing decision-making
- 3.1.4 Explain the use of search engine optimization (SEO) tactics for digital marketing
- 3.1.5 Explain remarketing

PERFORMANCE STANDARD 3.2 : UNDERSTAND MARKETING RESEARCH ACTIVITIES AS RELATED TO SPORTS AND ENTERTAINMENT MARKETING CUSTOMERS, STAFF, VENDORS, AND SPONSORS

- 3.2.1 Define marketing research
- 3.2.2 Identify sources of primary and secondary sport/event information
- 3.2.3 Identify information monitored for marketing decision-making
- 3.2.4 Describe data collection methods
- 3.2.5 Demonstrate research techniques used in marketing
- 3.2.6 Determine marketing research problems or issues
- 3.2.7 Create a customer survey
- 3.2.8 Apply data collection methods to evaluate appropriateness for the research problem or issue
- 3.2.9 Identify the relationship between the marketing research purpose and the marketing research objectives
- 3.2.10 Discuss sampling plans
- 3.2.11 Describe rating scales
- 3.2.12 Assess the effectiveness of diaries and digital measurement tools
- 3.2.13 Compare and contrast qualitative and quantitative research

PERFORMANCE STANDARD 3.3 : INTERPRET MARKETING INFORMATION TO TEST HYPOTHESES AND TO RESOLVE ISSUES

- 3.3.1 Process and analyze research data
- 3.3.2 Calculate descriptive statistics
- 3.3.3 Prepare a basic marketing report
- 3.3.4 Present report findings and make recommendations
- 3.3.5 Describe the use of marketing research briefs
- 3.3.6 Identify sources of error and bias
- 3.3.7 Evaluate questionnaire design
- 3.3.8 Assess information sources based on their strengths and weaknesses
- 3.3.9 Evaluate the timeliness of research information
- 3.3.10 Assess the appropriateness of research methods for problems and issues

PERFORMANCE STANDARD 3.4 : DEVELOP A MARKETING PLAN

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|-------|--|
| 3.4.1 | Identify target markets |
| 3.4.2 | Describe the elements of a sports and entertainment marketing plan |
| 3.4.3 | Describe the sports and entertainment marketing planning process as related to the situational analysis |
| 3.4.4 | Conduct Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis and competitive analysis for use in the marketing-planning process |
| 3.4.5 | Design and develop a sports and entertainment marketing plan |
| 3.4.6 | Describe the need for marketing information |

CONTENT STANDARD 4.0 : UNDERSTAND THE NATURE AND SCOPE OF THE PRODUCT/SERVICE MANAGEMENT FUNCTION
PERFORMANCE STANDARD 4.1 : DEMONSTRATE FOUNDATIONAL KNOWLEDGE OF PRODUCT/SERVICE MANAGEMENT

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|-------|---|
| 4.1.1 | Explain the nature and scope of the product/service management functions |
| 4.1.2 | Identify the impact of product life cycles on marketing decisions |
| 4.1.3 | Describe the use of technology in the product/service management functions |
| 4.1.4 | Discuss the types of product/service management decisions needed to sell a business's products, services, and ideas |
| 4.1.5 | Explain warranties and guarantees |

PERFORMANCE STANDARD 4.2 : GENERATE PRODUCT IDEAS TO CONTRIBUTE TO ONGOING BUSINESS SUCCESS

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|-------|--|
| 4.2.1 | Identify product opportunities |
| 4.2.2 | Identify methods and techniques to generate a product idea |
| 4.2.3 | Generate product ideas |
| 4.2.4 | Determine initial feasibility of a product idea |
| 4.2.5 | Adjust a product idea to create a functional product |
| 4.2.6 | Identify a champion to push ideas through to fruition |
| 4.2.7 | Create processes for ongoing opportunity recognition |

PERFORMANCE STANDARD 4.3 : UNDERSTAND THE CONCEPT OF PRODUCT MIX

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|-------|--|
| 4.3.1 | Explain the concept of product mix |
| 4.3.2 | Determine customer need |
| 4.3.3 | Describe the nature and purpose of product bundling (e.g., extra amenities with tickets) |
| 4.3.4 | Plan the product mix or determine services to be provided to the customer |

PERFORMANCE STANDARD 4.4 : POSITION PRODUCTS/SERVICES TO ACQUIRE DESIRED BUSINESS IMAGE

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|-------|--|
| 4.4.1 | Describe factors used by marketers to position products/services |
| 4.4.2 | Explain the role of customer service in positioning, imaging, and social media |
| 4.4.3 | Explain the role of licensing in sport/event marketing |
| 4.4.4 | Explain the nature and value of sport/event branding |
| 4.4.5 | Build a product or service brand |
| 4.4.6 | Evaluate brand position and develop strategies for improvements |

CONTENT STANDARD 5.0 : UNDERSTAND THE NATURE OF PRICING**PERFORMANCE STANDARD 5.1 : ESTABLISH THE VALUE OF GOODS AND SERVICES AND DETERMINE PRICES**

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|--------|---|
| 5.1.1 | Explain the role of business ethics in pricing |
| 5.1.2 | Explain the legal considerations for pricing |
| 5.1.3 | Explain the factors that affect pricing decisions |
| 5.1.4 | Identify the differences between fixed and variable costs |
| 5.1.5 | Select pricing policies and strategies |
| 5.1.6 | Calculate discounts and allowances that can be used to adjust base prices |
| 5.1.7 | Assess how market prices provide an incentive to produce goods and services |
| 5.1.8 | Establish price objectives and set ticket prices |
| 5.1.9 | Calculate the breakeven point |
| 5.1.10 | Determine price sensitivity |
| 5.1.11 | Explain the purpose of variable or dynamic pricing |

CONTENT STANDARD 6.0 : UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION OF PRODUCTS AND SERVICES

PERFORMANCE STANDARD 6.1 : UNDERSTAND THE NATURE AND SCOPE OF PROMOTION IN SPORTS AND ENTERTAINMENT MARKETING

- 6.1.1 Present an argument that justifies money spent on advertising
- 6.1.2 Explain the nature and significance of word-of-mouth/buzz marketing
- 6.1.3 Explain the use of celebrities or influencers as a word-of-mouth strategy
- 6.1.4 Identify elements of the promotions mix
- 6.1.5 Describe the use of technology in the promotion function
- 6.1.6 Explain the role of business ethics in promotions
- 6.1.7 Select strategies for maintaining and building fan support
- 6.1.8 Identify ambush and guerilla strategies to use at other events
- 6.1.9 Develop sport/event buzz marketing strategies

PERFORMANCE STANDARD 6.2 : DEMONSTRATE KNOWLEDGE OF THE CONCEPT AND PURPOSE OF PUBLICITY AND PUBLIC RELATIONS

- 6.2.1 Analyze the reasons why a company participates in goodwill endeavors with its local community
- 6.2.2 Define and discuss the payment of slotting allowances by manufacturers
- 6.2.3 Define public relations and its relationship with customers, media, and government officials
- 6.2.4 Describe the use of crisis management in public relations
- 6.2.5 Develop a public relations plan
- 6.2.6 Explain the duties and responsibilities of public relations specialists
- 6.2.7 Write a press release for a product and determine the most effective way to get promotion coverage
- 6.2.8 Categorize publicity as positive or negative and explain its effects on a business
- 6.2.9 Compare and contrast the differences between employee, customer, and community relations
- 6.2.10 Develop a media guide
- 6.2.11 Plan a media day and create the program

PERFORMANCE STANDARD 6.3 : UNDERSTAND THE CONCEPT AND PURPOSE OF SALES PROMOTION

- 6.3.1 Define cross marketing
- 6.3.2 Compare and contrast trade promotions, consumer promotions, sales promotions, and specialty promotions
- 6.3.3 Compare the differences between a sweepstakes, a lottery, a raffle, and a contest
- 6.3.4 Distinguish between visual merchandising and a display
- 6.3.5 Develop a sales promotion plan including, budget and a calendar
- 6.3.6 Describe elements that enhance venue attractiveness (e.g., facility accessibility, trade area/drawing radius, parking, surrounding area, amenities, sense of security)
- 6.3.7 Identify “out-of-the-box” sales promotion ideas for sports/events

PERFORMANCE STANDARD 6.4 : DEMONSTRATE THE CONCEPT AND PURPOSE OF PUBLICITY AND PUBLIC RELATIONS

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| 6.4.1 | Compare and contrast various types of advertising media used in the sport/event industry |
| 6.4.2 | Explain the use of advertising agencies |
| 6.4.3 | Summarize the effectiveness of different types of media |
| 6.4.4 | Describe components of an advertising campaign and how it reaches a target audience |
| 6.4.5 | Analyze the cost and benefit of various forms of advertising |
| 6.4.6 | Create an advertising campaign |
| 6.4.7 | Analyze an advertising campaign |
| 6.4.8 | Explain the nature of online advertising (e.g., advergaming, virtual worlds, banner ads, pop-up ads, native advertising, pay-per-click ads, and search engine optimization (SEO) consideration, etc.) |
| 6.4.9 | Write content for website, email, and social media marketing |
| 6.4.10 | Practice buying ad space and time |

PERFORMANCE STANDARD 6.5 : EXPLAIN THE ROLE OF ENDORSEMENTS AND SPONSORSHIPS

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| 6.5.1 | Explain the role of endorsements in sport/event marketing |
| 6.5.2 | Explain the use of naming rights in sport/event marketing |
| 6.5.3 | Explain the nature of sponsorship in the sport/event industries |
| 6.5.4 | Describe the importance of maintaining sponsor relationships |
| 6.5.5 | Explain the value of leveraged sponsorships and partnerships |
| 6.5.6 | Set sponsorship objectives |
| 6.5.7 | Prepare a sponsorship proposal |
| 6.5.8 | Prospect for corporate sponsors |
| 6.5.9 | Follow up with potential corporate sponsors |
| 6.5.10 | Sell venue and sport/event sponsorships |
| 6.5.11 | Negotiate sport/event sponsorship contract |
| 6.5.12 | Establish barter and trade agreements (e.g., media, vendors, services, to offset expenses) |
| 6.5.13 | Develop proof-of-performance packages for sponsors |
| 6.5.14 | Solicit grant/foundation money |
| 6.5.15 | Obtain endorsements for sports/events |

CONTENT STANDARD 7.0 : UNDERSTAND THE NATURE AND SCOPE OF SELLING**PERFORMANCE STANDARD 7.1 : UNDERSTAND THE NATURE AND SCOPE OF SELLING**

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| 7.1.1 | Define selling, prospecting, clientele, and e-commerce |
| 7.1.2 | Analyze the key factors in building clientele |
| 7.1.3 | Identify the various sources of prospecting |
| 7.1.4 | Summarize the impact of e-commerce on the selling function |
| 7.1.5 | Explain customer service as a component of selling relationships |

PERFORMANCE STANDARD 7.2 : UNDERSTAND THE PROCESSES AND TECHNIQUES OF SELLING

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|--------|---|
| 7.2.1 | Evaluate how needs vary with different customers |
| 7.2.2 | Analyze customers' buying motives and decisions |
| 7.2.3 | Describe the steps of the selling process |
| 7.2.4 | Evaluate sales follow-up strategies |
| 7.2.5 | Role-play a sales presentation using a specific product |
| 7.2.6 | Describe an effective client-customer relationship |
| 7.2.7 | Develop preseason booking strategies |
| 7.2.8 | Design group sales strategies |
| 7.2.9 | Describe walk-up impact and strategies |
| 7.2.10 | Explain upselling |

PERFORMANCE STANDARD 7.3 : UNDERSTAND THE RELATIONSHIP BETWEEN KNOWLEDGE OF THE PRODUCT OR SERVICE AND SELLING

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|-------|---|
| 7.3.1 | Define product knowledge, features, and benefits |
| 7.3.2 | Analyze product and product information to identify product features and benefits |
| 7.3.3 | Develop a feature and benefit chart for a venue |

PERFORMANCE STANDARD 7.4 : SUPPORT ACTIVITIES AS RELATED TO SELLING

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|-------|--|
| 7.4.1 | Define cash, credit, and debit |
| 7.4.2 | Define returns, exchanges, and allowances |
| 7.4.3 | Describe the use of technology in the selling function |
| 7.4.4 | Demonstrate how to complete a sales check |
| 7.4.5 | Compute the sales tax on a sales check |
| 7.4.6 | Explain the miscellaneous charges of a sale |
| 7.4.7 | Demonstrate proper cash control procedures (i.e., balance cash drawer, give proper change to customers and calculate discounts) |

CONTENT STANDARD 8.0 : EXPLAIN DISTRIBUTION SYSTEMS FOR THE SPORT/EVENT INDUSTRIES**PERFORMANCE STANDARD 8.1 : UNDERSTAND CHANNEL MANAGEMENT AS A FUNCTION OF MARKETING**

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| 8.1.1 | Explain the nature and scope of channel management |
| 8.1.2 | Describe the difference between horizontal and vertical distribution |
| 8.1.3 | Explain the relationship between customer service and channel management |
| 8.1.4 | Describe the use of technology in the channel management function |
| 8.1.5 | Explain legal considerations of channel management |
| 8.1.6 | Describe ethical considerations of channel management |

PERFORMANCE STANDARD 8.2 : ASSESS TICKET DISTRIBUTION METHODS

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|-------|--|
| 8.2.1 | Explain seating arrangements and ticketing |
| 8.2.2 | Explain various ways tickets are delivered to the customer (e.g., online, will call, etc.) |
| 8.2.3 | Compare and contrast club and VIP seating versus general admission seating |
| 8.2.4 | Analyze the difference between ticket brokers and ticket scalpers |

CONTENT STANDARD 9.0 : UNDERSTAND THE SCOPE OF FINANCE AND THE USE OF FINANCIAL DATA
PERFORMANCE STANDARD 9.1 : UNDERSTAND THE NATURE OF FINANCE

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|--------|--|
| 9.1.1 | Explain the nature of financial needs |
| 9.1.2 | Explain the nature and scope of financing |
| 9.1.3 | Analyze the need for banking relationships |
| 9.1.4 | Explain the legal considerations for credit use |
| 9.1.5 | Identify and analyze the risks associated with obtaining business credit |
| 9.1.6 | Explain the advantages and disadvantages of the use of bank or store cards for business transactions |
| 9.1.7 | Explain loan evaluation criteria used by lending institutions |
| 9.1.8 | Complete a business or personal loan application package |
| 9.1.9 | Explain the difference between revenue based budgeting versus expense based budgeting |
| 9.1.10 | Complete a personal budget and set financial goals |

PERFORMANCE STANDARD 9.2 : UNDERSTAND THE USE OF FINANCIAL RESOURCES

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| 9.2.1 | Explain the time value of money |
| 9.2.2 | Project the total amount of cash needed to implement an event |
| 9.2.3 | Determine the differences between marginal costs and sunk costs |
| 9.2.4 | Recommend records needed for the daily operation of an event |
| 9.2.5 | Prepare a pro forma financial statement |
| 9.2.6 | Determine the financial condition of an event |
| 9.2.7 | Identify potential threats and opportunities to protect a business's financial well-being |
| 9.2.8 | Estimate project costs and the return on marketing investment (ROMI) |
| 9.2.9 | Explain the financial implications of product cannibalization |

**CROSSWALKS AND ALIGNMENTS OF
SPORTS AND ENTERTAINMENT MARKETING STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Sports and Entertainment Marketing Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Sports and Entertainment Marketing program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Sports and Entertainment Marketing Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Sports and Entertainment Marketing program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Sports and Entertainment Marketing Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Sports and Entertainment Marketing program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Sports and Entertainment Marketing Standards are crosswalked to the Marketing Career Cluster and the Marketing Management and Professional Selling Career Pathways.

CROSSWALK OF SPORTS AND ENTERTAINMENT MARKETING STANDARDS AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND ECONOMIC SYSTEMS, INDICATORS/TRENDS, AND INTERNATIONAL CONCEPTS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.3.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.3.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>

1.3.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 2.0: DEMONSTRATE COMPREHENSION OF BUSINESS FUNDAMENTALS

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.1.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
2.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>
2.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
2.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.2.7	<p><u>English Language Arts: Language Standards</u> L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
2.2.9	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
2.3.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

2.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
2.3.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
2.4.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

2.4.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
2.4.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
2.4.5	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

CONTENT STANDARD 3.0: DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
3.2.10	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>
3.2.12	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.13	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
3.3.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
3.3.2	<p><u>Math: Statistics and Probability – Interpreting Categorical and Quantitative Data</u> HS.SID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p>
3.3.4	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
3.4.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

3.4.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
3.4.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CONTENT STANDARD 4.0: UNDERSTAND THE NATURE AND SCOPE OF PRODUCT/SERVICE
MANAGEMENT FUNCTION**

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.5	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 5.0: UNDERSTAND THE NATURE OF PRICING

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.
5.1.7	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 6.0: UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION OF PRODUCTS AND SERVICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.</p>
6.2.1	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
6.2.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
6.2.5	<p><u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
6.2.7	<p><u>English Language Arts: Language Standards</u> L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

6.4.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.</p>
6.4.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
6.4.6	<p><u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
6.4.7	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 7.0: UNDERSTAND THE NATURE AND SCOPE OF SELLING

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.4	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
7.2.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
7.3.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>RST.11-12.10 By the end of grade 12 read, and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 8.0: EXPLAIN DISTRIBUTION SYSTEMS FOR THE SPORT/EVENT INDUSTRIES

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible..
8.1.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.1.6	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
8.2.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 9.0: UNDERSTAND THE SCOPE OF FINANCE AND THE USE OF FINANCIAL DATA

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.1.4	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.1.9	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.2.9	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**ALIGNMENT OF SPORTS AND ENTERTAINMENT MARKETING STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Sports and Entertainment Marketing Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	3.1.3 5.1.6 7.4.5 9.3.4
3. Construct viable arguments and critique the reasoning of others.	1.1.7 3.2.13; 3.4.4
4. Model with mathematics.	
5. Use appropriate tools strategically.	9.2.5
6. Attend to precision.	
7. Look for and make use of structure.	7.4.4
8. Look for and express regularity in repeated reasoning.	1.1.6, 1.1.7; 1.3.5 5.1.4

**CROSSWALKS OF SPORTS AND ENTERTAINMENT MARKETING STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Marketing Career Cluster™ (MK)	Performance Indicators
1. Describe the impact of economics, economics systems and entrepreneurship on marketing.	1.1.1-1.1.8; 1.2.1-1.2.5 1.3.1-1.3.5; 1.4.1-1.4.5
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	3.1.1-3.1.4; 3.2.1-3.2.13 3.3.1-3.3.10; 3.4.1-3.4.3
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.	9.1.1-9.1.10; 9.2.1-9.2.9
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	2.1.1-2.1.5; 2.2.1-2.2.9 2.3.1-2.3.6; 2.4.1-2.4.5
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	
6. Select, monitor and manage sales and distribution channels.	8.1.1-8.1.6; 8.2.1-8.2.4
7. Determine and adjust prices to maximize return while maintaining customer perception of value.	5.1.1-5.1.11
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	4.1.1-4.1.5; 4.2.1-4.2.7 4.3.1-4.3.4; 4.4.1-4.4.6
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.	6.1.1-6.1.9; 6.2.1-6.2.11 6.3.1-6.3.7; 6.4.1-6.4.10 6.5.1-6.5.15
10. Use marketing strategies and processes to determine and meet client needs and wants.	3.3.1-3.3.10; 3.4.1-3.4.5
Professional Sales Career Pathway (MK-SAL)	Performance Indicators
1. Access, evaluate and disseminate sales information.	7.3.1-7.3.3
2. Apply sales techniques to meet client needs and wants.	7.1.1-7.1.5; 7.2.1-7.2.10
3. Plan, organize and lead sales staff to enhance sales goals.	